With God all things are possible
Have Faith, Show Respect, Take Responsibility and Achieve

WORMLEY C of E PRIMARY SCHOOL (VC)

Special Educational Needs, Disability (SEND) & Inclusion Policy

Policy last reviewed – Autumn 2026
Policy next review – Autumn 2027

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Introduction

At Wormley Primary School we believe that educational provision is about equity for *all* learners regardless of their age, gender, educational needs, disability, sexual orientation, race, social or cultural background. We are an inclusive school, providing the best possible learning opportunities for all of our pupils. All staff have high expectations of all learners and provide high quality teaching, adapted learning opportunities, personalised learning experiences and appropriate levels of support. Pupils identified as having special educational needs and/or disabilities (SEND) will receive support and provision which is planned and reviewed regularly to help them achieve the best possible educational, social and emotional outcomes.

Definitions of Special Educational Needs and Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others the same age, or*

- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)

Rationale

- This document is a statement of the aims, principles and strategies for teaching all pupils, particularly children at risk of underachieving including those with Special Educational Needs & Disability (SEND).
- The development of this policy is a result of our concern that we should acknowledge the Special Educational Needs and Disabilities of our pupils, monitor those needs and employ strategies to meet them.
- The policy offers guidance to new staff (full-time or supply) about the identification and monitoring of vulnerable pupils and provides a framework in which support may be sought from colleagues.
- The policy fulfils the requirements of the SEND Code of Practice, 2015, which stipulates that all schools should have a policy regarding Special Educational Needs & Disability.
- This policy will be discussed and reviewed annually by the Inclusion Team and Governing Body.
- This policy is linked to our SEND Information Report which details the provision for SEND that our school offers.

The named persons for leading provision are Mrs F Drake and Mrs L Hawkins. The SEN Governor is Mrs D Basra-Phillips.

Aims and objectives

- To provide all children with high quality learning experiences
- To guide and support parents/carers of children with SEND ensuring that they are fully involved in all aspects of their support and provision

- To identify and monitor children at risk of underachievement and make any necessary adjustments
- To identify the specific needs of children with SEND and to try and meet those needs through adaptations to the curriculum and planned personalised provision.
- To regard the views, wishes and feelings of children and parents/carers and fully involve them in every stage of the educational journey
- To provide necessary support and information to parents/carers and pupils, helping them to make informed decisions

Identification of Need

A clear approach and school cycle is in place to identify and respond to SEN. Teachers who identify that a pupil may require targeted support will complete a SEND referral, in the form of an Assess, Plan, Do, Review cycle, as outlined in The Code of Practice (DfE & DoH, 2015:6.44). Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has additional needs. Further observations and assessments are likely to take place and a discussion will be held to plan the appropriate approach. Parents will be involved and kept up to date at each stage of the cycle. Provision will then be put into place, where required, to further support the pupil and regular assessments will be carried out to measure the impact this had made to the pupils' development and learning. All forms of support will be reviewed regularly. All information will be logged on our Provision Map software and be reflected in the APDR cycle. Once the investigation cycle has been completed, provision that has been successful will be transferred to a Pupil Passport- this is an Individual Support Plan (ISP).

Areas of Need

These four broad areas of need give an overview of the range of needs which will be planned for. Identification helps us to decide which adaptations, support and provision will be most beneficial to an individual child's educational progress.

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)

Safeguarding children with special educational needs and disabilities:
Additional barriers can exist when recognising abuse and neglect in this group of children.
This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic and intimate care needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Curriculum

All pupils at Wormley have access to a broad and balanced curriculum. Teachers should set high expectations for every pupil, whatever their prior attainment and use appropriate assessment to set targets which are deliberately ambitious. Potential

areas of difficulty are identified and addressed. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum with appropriate adaptations made. Code of Practice (DfE & DoH, 2015 6.12)

Provision for Pupils with SEND

Our SEND support takes the form of a four part cycle known as the graduated approach – APDR- Assess, Plan, Do, Review.
Assess – A clear analysis of the pupils needs is identified.
Plan – Adaptations, support and provision is planned in order for the child to meet their identified outcomes through SMART targets.
Do – The adaptations, support and provision are implemented by the class teacher and learning support assistants. Strengths and areas of concern of the pupils will continue to be reviewed and the effectiveness of the provision and the impact it is having will be assessed.
Review – Provision and support will be regularly reviewed to ensure that they are having a positive impact on pupils' learning. This will be evaluated and adapted accordingly.
Pupils and parents/carers will be involved throughout.

In addition to this approach we will continue to:

- Provide high quality teaching and ensure that our Ordinarily Available Provision is consistent and embedded.
- Provide an ambitious curriculum to give all learners the knowledge and skills for the next phase of their education.
- Provide specialist and personalised learning where required.
- Focus on ensuring that children make progress towards their personal targets in order to achieve their outcomes.
- Ensure that all pupils with SEND are monitored regularly and adjustments made swiftly.

- Ensure that the provision for children with Special Education Needs and Disabilities is the responsibility of all members of staff.
- Have an inclusive admissions practice which provides equality of access and opportunity
- Check that our physical environment is as far as possible suitable for children with disabilities, this is in line with our Accessibility Policy found on our school website
- Work closely with any other agencies involved with the child or families care and needs
- Provide person centred approaches to all planning and provision
- Provide children that need to be absent from school for extended periods of time, e.g. travellers, those suffering long term illness etc. with learning materials so they may continue their learning
- Input all relevant information into our school provision map to outline the provision in place for all pupils

Education, Health and Care Plans (EHCP)

When a child has a range of complex needs and requires specialist provision, parents and the school may consider requesting an Education, Health and Care Plan. The school, alongside the parents, will then collect a range of evidence to support this application.

The school follow a protocol for this EHCP Protocol for all stakeholders

For further information on this process at a Local Authority Level please visit: https://www.hertfordshire.gov.uk/microsites/local-offer/support/ehc-plan.aspx

Funding

Education Health Care Plans (EHCP) are banded and a set amount of funding is attached to each band (0-5). This long term funding is used by the school to meet the provision documented in the child's EHCP.

In addition to this we also have the opportunity within DSPL4 to apply for Local High Needs Funding (LHNF). This short term funding is used to temporarily meet the needs of complex children prior to further assessment.

The role of the SENCO (Special Educational Needs Co-ordinator):

- overseeing the day-to-day operation of this policy
- keeping the governing body informed about SEND issues and liaising with the governor for Inclusion regularly
- working closely with staff to help identify pupils with SEND and co-ordinate their provision and support
- working closely with the Designated Teacher for looked after children
- working closely with the Designated Teacher for attendance
- working closely with Pupil Premium Lead
- liaising closely with pupils and parents/carers of pupils with SEND
- supporting the LA with the arrangements of reviews for a child who has an Educational Health and Care Plan
- development and management of the Inclusion team and how they support children across the school
- working with a child's prior setting and other external professionals to provide a smooth transition
- ensuring that all educational records for pupils with SEND are up to date
- to strategically work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The Senco adheres to 'The role of the SENCO in School' as outlined in The Code of Practice (2015: 6.84 - 6.94).

Collaboration with other Agencies and professionals

Wormley School receives external support from a range of agencies such as:

- School Nurse/Health Visitor
- Parent support workers

- Educational Psychologist
- Middleton Outreach
- Educational Health Care Plan Coordinators
- Reintegration Teams
- Fair Access
- Specialist Advisory Service
- Speech and Language Therapist
- STEP2/CAMHS
- Paediatricians
- HABS

Hertfordshire Local Offer
https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx
DSPL 4
https://dspl4.co.uk/

Signed and agreed by:

Governor Representative: _____ date _____

SLT Representative: _____ date _____

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Policy next review – Autumn 2027

Equality Impact assessment

Protected characteristics	Does this policy impact any of these characteristics?	How would you describe the of impact?
● *age (for staff only)*	No	N/A
● *disability*	Yes	High
● *ethnicity and race*	Yes	High
● *gender (sex)*	Yes	High
● *gender identity and reassignment*	Yes	Medium
● *pregnancy, matern and breastfeeding*	No	N/A
● *religion and belief*	Yes	Low
● *sexual orientation*	Yes	Medium